DOCUMENT RESUME

ED 041 552 HE 001 673

TITLE	The Woman Educator: Designer of the '70s.
INSTITUTION	Texas Womens Univ., Denton. Coll. of Education.
PUB DATE	11 Feb 70
NOTE	23p.; Proceedings of a Symposium sponsored by Texas Woman's University, February 11, 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*Effective Teaching, Females, *Higher Education, *Teacher Characteristics, Teacher Education, Teacher Role, Teachers, *Women Professors, *Women Teachers

ABSTRACT

The proceedings of a symposium, this report consists primarily of the paper by Ted Booker describing the woman educator of the '70s. It outlines previously accepted concepts and practices that must be rejected, and the principal dimensions of the effective woman teacher: (1) as a person who can choose; (2) as a functional specialist; (3) as a technologically oriented education specialist; and (4) as a continuous student of human potentiality. The remainder of the report is devoted to a panel discussion of Booker's paper, and a summary of the symposium. (AF)

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TEXAS WOMAN'S UNIVERSITY

The Woman Educator: Designer of the '70s

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A SYMPOSIUM

February 11, 1970

HE001 673

COLLEGE OF EDUCATION
TEXAS WOMAN'S UNIVERSITY
DENTON, TEXAS

THE WOMAN EDUCATOR

A SYMPOSIUM

Foreword to the Proceedings ..... Ted W. Booker

Introduction ..... Aileen Griffin

Address: "The Woman Educator: Designer of the '70s," ..... Ted W. Booker, Dean, College of Education, Texas Woman's University

Panelists ..... "Choices of the Woman Educator," Ethel M. Leach

"The Functional Specialist," Juanita Prater

"The Technologically Oriented Specialist," Joseph L. Fearing

"The Continuous Student of Human Potentiality," Rose F. Spicola

Symposium Summary ..... Aileen Griffin

FOREWORD

In conjunction with the formal dedication of several recently constructed campus buildings, the University sponsored three symposia on the general theme of *The Educated Woman in the '70s*. The School of Library Science, the Departments of Biology and Chemistry, and the College of Education conducted the symposia using discussion topics appropriate to their respective university assignments. This publication is a summary of the symposium presented by the College of Education, *The Woman Educator: Designer of the '70s*.

In an institution for higher learning in which more than half of its student population choose teaching as a career objective, it was entirely appropriate that its College of Education conduct a symposium in recognition of the contributions which certain physical structures of the university make to its teacher education program. Of special concern to the participants of this particular symposium was the College of Education's *Center for the Study of Learning*. The Center, housed on the first floor of the new Classroom-Faculty Office Building, became operational during the summer of 1969 and is now identified as one of the finest facilities of its type in the nation. In staff, program, equipment and design, the Center is a model for the future—a clinical setting for the preparation of superior teachers of so-called "normal" children and youth who have learning difficulties.

The faculty of the College of Education is pleased to share these proceedings with those persons who have special interest in the role and characteristics of the educator of the next decade.

TED W. BOOKER

INTRODUCTION TO THE SYMPOSIUM

We welcome our guests to the College of Education Symposium.

Over the campus today we are in our new buildings looking into what our university has and will have to prepare our women for the new decade—the '70s. We are looking at the '70s with the promises and the challenges they hold for the university woman—not only in the decade itself but as a beginning of the last third of the most rapidly expanding, developing, exciting century the world has ever known.

Among university women none will be in a more vital spot to accept the promises and the challenges, be a more potent force for world-shaping than the woman educator whose responsibility is leadership of children and young people, a real designer of the future.

College of Education faculty will present ideas and plans for this educator designer. Dr. Ted Booker, Dean of the College of Education, will look at the past and present as he presents a description of the woman educator of the 70's. Four members of the College of Education faculty will discuss the different focuses of Dr. Booker's survey.

AILEEN GRIFFIN

THE WOMAN EDUCATOR: DESIGNER OF THE '70s

Ted W. Booker, Ph.D.

Implied in the theme, "The Woman Educator: Designer of the '70s," is the idea of change. While it would be possible to "design" the decade of the seventies as a carbon copy of the decade of the sixties, there are few, if any, who would even pretend to endorse such an activity. Educational progress was made during the decade just past. The Federal government poured unprecedented millions of dollars into the research and experimental establishments and education achieved a relative position of higher priority in the minds of the taxpayer. The sixties saw the validation of the computer, television, and numerous other multi-sensory devices as aides to teaching and learning. Even the human potential of the child of the inner city, the disadvantaged or culturally deprived child, was rediscovered. But despite the technological advances in education, the development of more effective experimental "models" for teaching and learning, increased financial support for education, and a greater awareness by educators and lay persons of the needs of all American youth, the decade ended in a state of frustration and anxiety for everyone concerned. Classroom teachers recognize their professional inadequacies, too few school administrators are prepared to fulfill their role as educational leaders, facilities are generally designed for the "horse and buggy" era of schooling, teacher educators are too often "locked in" to a traditional university-wide and/or State Department of Education set of curricular controls or regulations, parents are "up-in-arms" because the ills of society are not being corrected and children are being denied their educational birthright. More importantly, there exists a vast and serious "credibility gap" between the school and society. The "man on the street" contends that the school does not present a true picture of its accomplishments, that the stated objectives of popular education are not being realized. Further, it is thought that there are no procedures which the school may use to make a valid assessment of its accomplishments. The educator rationalizes that the school is realizing its objectives but that it has a poor "press," its public information program is

ineffective. The layman replies to the school man with the question, "when viewing the present cultural, moral, sociological and educational state of our nation, how do you have the temerity to say that 'our schools have set us free?' "

And so we have entered the decade of the seventies with a challenge as great as any ever thrust at those who would educate the populace. Can the school reshape our society in such a manner as to assure every citizen that he will have the finest education which his personal endowment or potentiality can accommodate? Is it possible to prepare a teacher in such a way as to equip her philosophically and technically to meet the ever changing societal designs of the decade? Is it possible to staff our schools with teachers whose professional productivity will restore the lay citizen's confidence in the value of formal education in reshaping his society? The theme of this symposium is that it is possible to achieve these ends and that the College of Education of the Texas Woman's University, in participating in this ceremony, so dedicates its resources to this task—the preparation of the superior WOMAN EDUCATOR: Designer of the Seventies.

At the onset the question may be asked, "Will the model for the preparation of the effective teacher of the seventies, the designed of societal changes, be significantly different from the present stereotype? The answer is an emphatic *yes!* Radically different teacher education programs will prepare grossly different and more effective practitioners.

The focal point for most of the discussion in this symposium will be the teacher. The nature at the training program will be only occasionally mentioned or alluded to with brief comment or inference. Two sides of the teacher "coin" will be viewed. First; a brief analysis will be made of the existing educational concepts and practices which the teacher of tomorrow will reject or modify. Second, a description will be given of the qualities, understandings, and skills of the effective teacher of the seventies and the educational environment within which she will work.

REJECTED CONCEPTS AND PRACTICES

The teacher educator and his product, in particular, the woman teacher of the '70s, must reject or grossly modify at least six principal concepts or hypotheses if education is to move

out of its musty and suffocating web of ineffectiveness. The sociological and technological temper of the "soaring seventies" has no place for the emotionally saturated non-intellectual and non-scientific antiquities which now characterize the museum of formal education. The effective educator of the 70's will have *discarded* the following concepts:

1. The principal role of the teacher is that of an imparter of knowledge and the principal tools of teaching are her spoken words, the chalk board and the printed text.

2. The well prepared classroom teacher is a generalist who has had an orientation to many areas of learning but has had no in-depth preparation in any one discipline. (Similarly, she rejects the notion that the effective teacher is a highly skilled practitioner within one instructional area who has little understanding of the scope and objectives of the total curriculum of the school or the totality of the learner's needs.)

3. An effective and desirable learning environment is that of a self-contained classroom or self-contained school plant cut up into square or rectangular teaching cubicles, commonly called classrooms, libraries and laboratories. (The designer of the '70s has discarded the anachronistic setting for learning which characterized much of formal education of the past.)

4. The teaching situation most conducive to effective learning is the one based upon the non-scientifically derived formula which divides learners into definitely specified and arbitrarily determined classes; for example, 25 for a certain grade—no more than 30 children in another class.

5. The presently over-riding dictum that all instructional personnel be certified graduates of a baccalaureate or post baccalaureate teacher education program will be passe by the end of the '70s.

6. Sixth, and most important, a young lady *should* prepare for teaching. (The woman educator of the 70's will not have been a victim of those circumstances which delimited the area of vocational choice for her older sister. No longer will a woman be *expected* to subject herself

to the rigors of a teacher education curriculum simply because she had but few professional career options.)

THE TEACHER OF THE '70s

It requires no crystal ball to describe the principal configurations or dimensions of the effective teacher for the 70's. Objectives of instruction based upon the findings of scientific studies of how the human organism learns are available for use by the teacher educator. Numerous and varied curricular models for the preparation of teachers have been field tested and validated. A plethora of instructional materials, soft and hard ware, have been made available by educational technologists for use at all levels of education. Societal pressures demand a new teacher, and colleges and universities must revamp their teacher education curricula. The intellectual and physical resources are readily available for the preparation of this new teacher. Even though the fine details may still be missing, no mystic medium is required in order to visualize the dominant characteristics, competencies or philosophical orientation of the effective teacher for the next decade.

The Woman Educator As A Person Who Can Choose

The effective woman educator of the seventies will be a person who can choose. She will be able to realize her full potential as a woman through choice. She will choose to marry, have children and be a truly professional educator. Publically supported nurseries and kindergartens will assist in caring for her own children. Or, she may realize herself as a woman in not marrying, in the exploitation of other personal interests. In either instance, the decision will have a most salutary effect on the profession. Teaching for the woman of tomorrow will be a matter of career choice—choice of teaching from innumerable career opportunities. She will realize herself as a professional with special abilities through *choosing* to teach.

The Teacher As A Functional Specialist

John McDonald writes that a basic problem in today's education is that teachers must be omniscient—have definite knowledge and skills. They must be at once, says Dr. McDonald.

". . . intelligent and affectively warm, knowledgeable and tolerant, articulate and patient, efficient and gentle, morally

committed and sympathetic, scholarly and practical, socially conscious and dedicated to personal development, fearless and responsible. They are told that they must be specialists in an academic discipline, masters of the techniques of presentation, adept class managers, artful motivators, skillful diagnosticians, ingenious remedial workers, imaginative curriculum designers, eager inquirers, efficient administrators, helpful colleagues, widely interested citizens, and loving human beings. It is precisely this doctrine of the omniscient teacher which creates two competing yet symbiotic versions of the inadequate teacher. While it leads naturally and inevitably to the recommendation of heroic effort, it sets standards of achievement which no teacher can attain and thus also leads first to failure and disappointment and then to apathy and inertia. The doctrine, which may once have served education well (its inspirational potentialities are obvious), must therefore be discarded in favor of conceptualizations which define teaching in a more unitary and coherent fashion."[1]

"The idea of the . . . [omniscient] . . . teacher is now a piece of outworn ideological baggage which has to be left behind if schools are to exemplify that efficiency, the demand for which, although uncertain, fluctuating, and easily distracted, is the authentic voice of contemporary society. Educational efficiency requires that teachers be functional specialists, not generalists. The concept of functional specialization, although widely accepted in science and industry (the degree of acceptance is in fact a measure of the sophistication of a given enterprise), is a radical one in educational circles, which have not yet committed themselves fully even to subject specialization. What it means in practice is that teachers are employed solely in the capacities for which they appear to be fitted by preparation, endowment, and personal preference. Thus, they may work with individual children, with small tutorial groups, with large tutorial groups, with seminar classes, with large classes, or in a mass-presentation setting. They may diag-

[1]National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles.* Report of the 1968 Regional TEPS Conferences. Washington, D. C.: the Commission, 1969, pp. 4-5.

nose, counsel, carry out formal instruction, specialize in remedial teaching, or engage in any of the other tasks now left to the historical teacher. They may even prefer a purely supportive function, for example, the preparation of teaching materials. Whatever their role, they will not readily change it. They will belong to teams whose membership will be representative of different specialties and will be responsible for the general management of instruction. (Just as educational efficiency implies functional specialization, so does functional specialization, once the task reaches a certain level of complexity, seem to imply a team approach to organization.)

The traditional pattern of teaching, then, is an inheritance to which we should bid farewell."[2]

The instructional team concept provides for the full exploitation of the special strengths and capabilities of each teacher. It offers unique opportunities for pairing appropriate instructors and children. Further, the team concept in Education suggests differentiated staffing, innumerable variations in the size, composition and function of instructional groups and an increased humanization and personalization of the learning process.

The teacher of the '70s will see her primary role as that of assessing and participating in the full exploitation of the human potentiality of each student with whom she works. Not that teachers have not always been admonished to strive for the full development of every student's potentiality. Instead, this well worn cliche must now be viewed in a different perspective. The teacher and the school can no longer simply give lip-service to the objective of meeting the individual differences and needs of children. The destiny of our nation, the nature of our culture, yes—the design of the seventies will be determined in a large measure by the extent to which popular education becomes oriented and programmed to the needs of *all* people in our society.

The teacher of tomorrow's children and youth will have the philosophical orientation and the necessary equipment to enable her to maximize the potentialities of each learner with whom she is associated. Humanism will become the central

[2] *Ibid.*, p. 6.

theme in teaching. "The teacher of the seventies will necessarily come to terms with the essential humanity of students. [She] . . . will realize that . . . [her] own humanity is threatened only when . . . [she is herself] insensitive to the needs and fears, pains and joys which youngsters experience as they learn. . . . The sensitive teacher must become aware of the behaviors which indicate developmental level, and . . . [she] must work within that area clearly defined by the student. The sensitive teacher (the continuous student of human potentiality) will understand as well as know and will make provisions to remove the barriers which the insensitive teacher erects between the student and his objective."[3]

A Technologically Oriented Educational Specialist

The educational specialist, the truly professional teacher of the seventies, will make use of a vast array of teaching resources. The technological accomplishments of the past two decades have not been within the exclusive domain of the physical scientist, engineer, industrialist or physician. Educators have dramatically increased their arsenal of instructional weapons. The traditional teacher's talk, chalk, write and read procedures are as outmoded, as principal instructional media, for the school of the seventies as Rip Van Winkle found his rusty musket to be when he awoke from his twenty-year sleep.

The complexity of the needs of individual learners suggests that all instruction must be prescriptive and individualized and that the members of the teaching team make extensive use of diagnostic equipment, remedial materials and self-instructional devices. We have irrefutable evidence that through the contributions of modern technology certain skills and concepts can be taught more economically, students are able to proceed with their learning tasks at their own pace and there is a significantly higher level of pupil motivation. In addition, these media make possible a content or subject-matter enrichment unimagined by the instructor of a decade or two ago. A teacher studies a photograph of the eye movements of a child having reading difficulties, develops an instructional contract with a student and then assigns him to a computer terminal, prescribes

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[3]Joe L. Frost and G. T. Rowland, "The Seventies: A Time for Giant Steps." *Childhood Education*, September-October, 1969 (pp. 6-7).

a programmed learning exercise as drill in an individual skills development unit, or works with a child having a personal guidance problem while other members of her group are using the direct dialing technique for obtaining data for their respective individual research projects—all in a day's work for the teacher of the seventies.

The Teacher As A Continuous Student of Human Potentiality

The public school has no more noble objective than that of assisting in the maximum development of human resources. In a democracy, educational programs exist for the principal purpose of maximizing the inherent potentialities of all its people. On the other hand, a description of the contemporary America scene suggests that the school has not been very effective in this role. *Racial conflicts, increased crime in the streets, the new morality, abject poverty and deprivation in an affluent society, the threat of a global war, the demise of the family as the basic social unit, universal economic insecurities* and a *lack of confidence in government* are as eight hideous witches of death dancing around the seething caldron of today's society. The school is not entirely to blame for the ills of today, nevertheless, the guilt must be shared by teachers.

All children are different; yet all children are alike. Most significantly all children are more alike than they are different. The effective teacher knows that there are basic needs, drives, motivations and endowments which are common to all learners, irrespective of race, color, creed, economic or social status. While there may be marked variations in children's abilities and aptitudes, all youngsters have a capacity for love, for creativeness, for self-assertion and determination.

The decade of the seventies has begun in a setting replete with every ill which seemingly man could conjure up for himself. While science has been providing him with an awesome array of diabolical tools for destruction, his creative genius has also paradoxically equipped him with the resources for human development. Man himself must decide which inventory of equipment he will use. Teachers of tomorrow's youth are principal determiners of the quality of tomorrow's culture. Yes, teachers may well be the determining factor in whether there will even be a culture for tomorrow.

PANEL DISCUSSION OF DEAN BOOKER'S ADDRESS

Ethel M. Leach
Professor of Special Education

Juanita Prater
Associate Professor of Elementary Education

Joseph L. Fearing
Professor of Elementary Education

Rose Spicola
Associate Professor of Early Childhood Education

Symposium Summary

Aileen Griffin
Associate Professor of Elementary Education

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*All Symposium participants are members of the faculty, College of Education, Texas Woman's University.

CHOICES OF THE WOMAN EDUCATOR

Ethel M. Leach, Ed.D.

May I speak to the point of the choices the woman in education must or can make in the '70s? The young woman of the '70s believes in herself; she is creating for herself a good image. Because she believes in herself, she generates a restlessness with her environment. To assuage this restlessness she must choose her activities and/or goals to meet her deeper, personal needs. In the past the educated woman's choices of a career may have been limited by the very nature of her sex. Today we can see that because of more open-mindedness among employers and a willingness to select employees on individual merit, the educated woman has more opportunities for across-the-board selection of careers.

The scope of the feminine role is in ascendancy. A woman has the freedom to choose marriage, or a career, or marriage and a career. She may choose to have a child, no children, or a large family. SHE MAY CHOOSE!!! THE CHOICE IS HERS TO MAKE.

She can demand, in the '70s, higher scholastic standards for educational pursuits; she can demand continuing education, with possible breaks in the process, to meet her specific needs; she can demand a tailored educational program to fulfill a multi-commitment to herself and her family; she can demand selected employment, full time or part time employment; she can demand to be a specialist in her chosen field of endeavor as an educator—art, music, social science, mathematics, remediation, *ad infinitum;* she can expect-demand, if you will, a change in standards and requirements at state level, and she may implement a change in those agencies which refine standard requirements for any of the job descriptions.

The scope of choices of careers in education seems to have no limits. A woman may choose to be a teacher; a manipulator of machines; a developer of environments (yet-to-be-constructed buildings). She may create new and imaginative techniques for evaluating educational achievements; she may choose to devise innovative tools for learning. She may be the expert who will prescribe a curriculum for specific children. She may choose to be a helper in a classroom, making it possible for the Master

teacher to act as the supervisor or director, or she may be the Master teacher. If she selects to be a teacher, her professional knowledge will give her the right to question the efficacy of the curriculum and to make appropriate selection of materials to implement the curriculum she will use.

This educated woman of the '70s may choose to begin her career at some delayed point in time. The life expectancy of woman has increased 25 years since 1900—in the '70s it may increase even more—therefore her productive life span can increase accordingly. Sociologists have researched the projected employable year and report 66.6% of the women between 35-64 years of age will be employed by the end of the '70s.[1] The educated woman, especially, will no longer be fragmented; she will be engaged in purposeful activities of her own choosing, planning her education, her family and her career.

The educated woman of the '70s will be a whole woman—a woman fulfilled in a career chosen according to her special interests, her special abilities, and her own unique desire to enrich her world.

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[1]Harbeson, Gladys, E. "The New Feminism," *AAUW Journal*, Vol. 63 #2, Jan. 1970, p. 52.

THE FUNCTIONAL SPECIALIST

Juanita Prater, Ed.D.

Recent legislative action in Texas assures numerous choices within the field of elementary and secondary education. As many of you know, the Texas State Legislature passed House Bill No. 240 which sets up 18 levels of educational positions with different preparation requirements. These positions range from three levels of teacher aides to counselors, lead teachers, consultants, and administrators. If the goal of the legislature is met, those interested in education in the seventies will have the opportunity to become a functional specialist.

How will this change from the generalist and the narrow specialist be implemented? In all probability, many of our undergraduate students today will not begin their teaching in the self-contained classroom with which they are familiar. Instead, they will find that the school staff has been reorganized and the school plant has frequently been modified.

The floor space in many modern schools, for example, is divided into large work areas. Here, many children may work independently or in groups as they seek information in the various learning centers arranged within the large area. These buildings have been designed to meet the needs of educators who are working diligently to plan for better school programs and more effective use of teacher preparation and talent.

In this unusual setting the function of the teacher has changed. Each has been permitted to concentrate in one or two areas for which she is best qualified or most talented. Also, instead of working alone, each has become a member of a teaching group or team which is responsible for a particular group of children. Each teacher is a consultant for the team in her area of specialization. She is responsible for new materials and developments in her field. Her background in education, however, provides enough depth for her to understand the goal of all other team members and work with them in planning a more adequate program for students.

How do teachers operate in these groups? Visualize, if you will, a team of teachers whose members begin the day with a teacher-pupil planning session. Then, a large group of students

meet to help make plans for the day. These plans may include some common learning experiences for the entire group, and some small group or individual activities.

As the students move from the planning sessions into the large work area to complete their tasks, the teachers become directors of learning, or consultants. The language-arts-reading specialist, for example may be working with small groups of students on special reading comprehension tasks. The science specialist may be serving as consultant to individual or groups of students who come into the science center to complete projects. The social studies and math teachers may move among students who are working in the learning centers to complete tasks in those areas.

As the day progresses, teachers will change their methods of operating, and there will be further re-grouping of students. While some staff members are working directly with students, others are working as teacher aides, media specialists, counselors, diagnosticians, or lead teachers. Their responsibilities vary during the day, also.

Teachers finish their day with an evaluation session. They may revise or make new plans which will insure continuous progress for students.

In the past decade, the classroom teachers in the elementary school have had to be re-educated in the areas of science, math, and language. Elementary and secondary teachers have participated in numerous workshops and in service programs—just to keep up with the knowledge explosion. In the opinion of the teacher of a self- contained classroom, who has become frustrated in her effort to become a specialist in all fields, the trend toward the functional specialist is the avenue to success and self-realization.

The time has come when the future teacher may make a choice and select the type of education work which she likes best at the elementary, or at the secondary level.

THE TECHNOLOGICALLY ORIENTED SPECIALIST

Joseph L. Fearing, Ed.D.

Technology in education today has many faces. Our TV cameras which are presenting this symposium in the adjoining room is one of them. There are other faces not as generally well known which have potential for changing dramatically education in the '70s.

One is machine assisted cognition (Project MAC at M. I. T.) which has been in operation five years. It is possible to interrogate from Denton a computer in Cambridge, Massachusetts, if you have access to a telephone line. The conversation may go something like this:

"I want to build an atomic reactor."
"You do? What kind?"
"I don't know. What kind do you have?"
"There are five principal kinds of atomic reactors. Type A is a . . ."

The party at the other end is a computer. The Project MAC director seeks new programs to put into the memory bank of this computer. Now to what use can this capability be put for education? It's there.

Picture a second scene. . . . a junior high school in California where every youngster seems to be doing his own thing in his own sequence for his own length of time. To the untrained eye the school parallels an ant hill: disorganized, without purpose, and seemingly whimsical. As any naturalist knows, this is not what the trained eye sees. The computer has scheduled each youngster by the day in terms of his needs, interests, the demands of the subject he is studying, the faculty available space, and total time available. No longer is the youngster a slave to a 50 minute, 6 lesson day. The computer has supported the principle of individualizing instruction.

Picture a third scene . . . a kindergarten actually in operation now in Connecticut. Children are playing, learning in their own ways in the usual interest centers. Several children are playing with large wooden blocks making towers, several others are working in a miniature play kitchen; others are inspecting sea shells at a science center, and one boy is striking a key on

a typewriter which talks back, making the sound that the letter makes. This is Omar Khayam Moore's talking typewriter which has helped certain three, four, and five year olds to compose their own stories, and in the process has taught them to read. The only restriction is that the youngsters have to be driven off after thirty minutes because of the popularity of the device. The child is not told to use this technology. It's there; he discovers for himself what it can do.

We could go on and on. In fact, we have. However, we have just begun to describe the impact of technology on education, and the many ways it can assist the teacher and learner. We will end with another example. Fort Worth, Texas, is the scene. The entire World Book Encyclopedia is now accessible to the blind person or non-reader for any topic at random for *audio voice output* at Texas Christian University's computer assisted instruction project. Someday audio voice *input* may be possible, but not yet.

We come to the end of this brief look at technology in education, or is it only the beginning? If this were a lecture room at the University of Syracuse your attendance record would have been taken and kept electronically and you could respond to questions by pushing a series of buttons at your seat. Your record of rights and wrongs could be recorded with the class norms calculated instantaneously. Did you learn about technology, class? Push "1" if you did, "2" if you didn't, and "3" if you don't know!

THE TEACHER AS A CONTINUOUS STUDENT OF HUMAN POTENTIALITY

Rose F. Spicola, Ph.D.

As teachers, we are or will be in one of the most strategic positions for the enhancement of human potentiality.

Research is today confirming emphatically the role of the teacher in the self-actualization of children. A recent publication, *The Psychological Impact of School Experience*,[1] gives us most startling information on what schools and teachers do to the life style and adequacy of intellectual attainment of children. Why do I say startling information? Children who were taught in schools by teachers who stressed open-ended thinking, divergent responses, individualized responses, emerged as having significantly different patterns of behavior than children who were taught in more structured, rigid traditional schools. There were also very significant and complex reaction patterns among boys and girls. There was no doubt in the mind of the investigators that the schools affected the lives and functioning of the children in ways that were pervasive and perhaps profound.[2]

A school—a teacher—cannot function in just reactive ways but must shape development. We as students of human potentiality must be consciously attuned to the psychological health of our students. The children and the adolescents in our classrooms must be helped through schools and school personnel to integrate life experiences.

Research from investigators, Beatty,[3] Flanders,[4] and Soar[5] indicate again that the teacher who is supportive, acceptant, and encouraging achieves more favorable growth and more

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[1]Minuchin, Patricia, et al. *The Psychological Impact of School Experience.* New York: Basic Books, Inc. 1969.

[2]*Ibid.*, p. 390.

[3]Beatty, W. H., "The Feelings of Learning," *Childhood Education.* March, 1969.

[4]Flanders, N. A., "Teacher Influence, Pupil Attitudes and Achievement," *Coop. Research Monograph*, No. 12, OE*25040. Washington, D. C.: U. S. Dept. of HEW, 1965.

[5]Soar, R. S., "Optimum Teacher Pupil Interaction for Pupil Growth," *Ed. Leadership*, Dec., 1968.

favorable student attitudes than the teacher who is hostile and who is always giving directions and criticizing.

What is the aim of education? Is it not to produce creative and adaptive individuals who will be informed about themselves and their world? And one of the key variables in the development of a creative individual is the variable of self-concept. The experiences a child has in school can significantly alter and expand his self-concept of what he can become. If a child perceives himself as a non-speller he will be threatened and unmotivated to learn to spell. A sensitive teacher, one who has studied human development, does not label the child as slow, stupid, or lazy but attempts to rebuild the child's concept of adequacy.

It is important then, that teachers be sensitive to human needs of self-worth, of autonomy, of the need to cope with the world's demands. We must continuously study human behavior including our own. Teachers with self-understanding, adequate self-concept, perhaps in turn can become teachers who accept and understand, who are comfortable and open and provide the rich supportive climate in classrooms which will help children grow and learn.

Combs stresses that teachers must strive to "humanize" not dehumanize classroom strategies. Schools must do a better job of producing a more "humane" society.[6] This is the challenge for the woman educator.

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[6]Combs, Arthur, "To Nurture Humaneness: Commitment for the '70s," *ASCD Yearbook*. Washington, D. C., 1970.

SYMPOSIUM SUMMARY

Aileen Griffin, Ed.D.

You have heard the symposium members give you vignettes of this designer of the '70s. Let's do a quick recap of what she has been and can become.

The '70s woman educator rejects the concept of herself as an imparter of knowledge who tells all; as a generalist who, with a superficial learning about many things, tries to do and be everything to all children; or as a restricted practitioner who is limited in meeting a child's educational needs. She rejects the self-contained classroom where all day she works in an isolated box with straight rows teaching the same things to 25 or 35 children who have many different interests and needs.

Most important to her personal happiness, the woman of the '70s may choose from many business and service careers. She may choose marriage. She may choose marriage and a career. If she chooses to become an educator, she has further choices of a range of teaching careers that fit her abilities and interests.

As she prepares herself through curricula planned from scientific research, she will be a functional specialist, part of a team in a classroom as spacious as a superjet and as functionally and imaginatively planned. Sometimes she will be working with a single child, sometimes guiding or observing a small group; sometimes she will be directing 50 or 100 children. Always as a scholar with a background of professional knowledge she will be planning and evaluating with the members of her team. She may be lead teacher, curriculum specialist, aide, mathematics skills specialist, graphic arts specialist—whatever her specialization is— as she is an active, integrating part of the total team.

She and her co-workers will have the assistance of developing technological devices which help them diagnose, plan, evaluate, prescribe, and teach individual children as well as groups of children. From such instruments as the typewriter, the film projector, record player, tape recorder, we have the talking typewriter, the aud-x, the computer, and others developing.

While prescribing and teaching skills through her technological aids, she will be aware of her strategic place in bringing together human resources to help shape the lives of her students. Through sensitive perceptions and exploring life styles and teaching styles, she will encourage development of productive, creative, adaptive pupils who are informed about themselves and the world about them and who know they can be a contributing part of a world international in scope.

Her educational designs may be for the 3 year old, for the 70 year old, and for all years in between. The next decades will be a time for continuing education.

The woman educator of the '70s may well be, to paraphrase one author, "the hinges of history." She will have the role of one who will be correlating advancements in technology with the mind and spirit that work for the improvement of humanity throughout not only the '70s and the last third of the twentieth century. The children she is teaching in the '70s will be the leaders of the 21st century.